Form 1 - Application Cover Sheet

Download this application in Word format – http://www.usoe.org/curr/edtech/grants/fed/

Fiscal LEA: Logan City School District

Fiscal LEA Superintendent Name: Dr. Richard Jensen

Fiscal LEA Superintendent Signature: _____

Signature Date: _____

Primary Contact Name: Don Jeppesen

Primary Contact Telephone: (435) 755-2300

Primary Contact Fax: (435) 755-2311

Primary Contact E-mail: DJeppesen@lcsd.logan.k12.ut.us

Grant Category:

___ Professional Development for Technology Leadership
____ Infrastructure Improvement and Technical Support
XX Classroom Models for Inquiry-based Student Access

Grant Type:

____ Single LEA
XX Partnership

Amount Requested: $88,630.50

Form 2 - Participant Details
(See the Absolute Priorities Rubric.)

LEA/Organizations

LEA/Organization Name	Benefit/Service to Grant	Date EETT Assurances Signed by Superintendent	LEA Percentage or Number of Students in Poverty	LEA EETT Formula Funds per student Amount	Percent of LEA EETT Formula Funds Transferred to Other Programs
Logan City School District	Benefit 100%	08-27-2002	Logan (17.99%)	$5.12 per student	0%
Ogden City School District	Benefit 6%	08-21-2002	Ogden (21.61%)	$6.73 per student	0%

(Insert as many rows as needed.)

Participating Schools

District	School Name	Percentage or Number of Students in Poverty	Criteria for Selecting this School	[Need of Technology/Low Performance, etc.]	Benefit from Grant $	Submitted Dec 2001 Survey yes/no
Logan City School District	Mount Logan Middle School	Students in Poverty 42% English language learner population 6% Total minority population 30%	High number of children at Partial Mastery and below in Language Arts, Math and Science. Rapidly increasing minority population. Trend from prior year's show that the number of children performing below standards has increased.	In 6th 7th & 8th grade there are 397 children below Partial Mastery In Language Arts, Math and Science.	$40,300.00	yes
Logan City School District	Adams Elementary	Students in Poverty 49% English language learner population 17% Total minority population 22%	High number of children at Partial Mastery and below in Language Arts, Math and Science. High number of students in poverty. Lack of technology and training.	In 3rd 4th & 5th grade there are 52 children below Partial Mastery In Language Arts, Math and Science. High technology needs.	$8,700.00	yes
Logan City School District	Ellis Elementary	Students in Poverty 52% English language	High number of children at Partial Mastery and below in Language Arts,	In 3rd 4th & 5th grade there are 48 children below Partial Mastery	$8,700.00	yes

		learner population 18% Total minority population 22%	Math and Science. High number of students in poverty. Lack of technology and training.	In Language Arts, Math and Science. High technology needs.		
Logan City School District	Hillcrest Elementary	Students in Poverty 38% English language learner population 24% Total minority population 46%	High number of children at Partial Mastery and below in Language Arts, Math and Science. High number of students in poverty. Lack of technology and training.	In 3rd 4th & 5th grade there are 26 children below Partial Mastery In Language Arts, Math and Science. High technology needs.	$8,700.00	yes
Logan City School District	Wilson Elementary	Students in Poverty 35% English language learner population 11% Total minority population 16%	High number of children at Partial Mastery and below in Language Arts, Math and Science. High number of students in poverty. Lack of technology and training.	In 3rd 4th & 5th grade there are 46 children below Partial Mastery In Language Arts, Math and Science. High technology needs.	$8,700.00	yes
Logan City School District	Woodruff Elementary	Students in Poverty 56% English language learner population 25% Total minority population 35%	High number of children at Partial Mastery and below in Language Arts, Math and Science. High number of students in poverty. Lack of technology and training.	In 3rd 4th & 5th grade there are 73 children below Partial Mastery In Language Arts, Math and Science. High technology needs.	$8,700.00	yes
Ogden City School District	Central Middle School	90%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.	Need for Technology at the Classroom level (2001 State Technology Survey will be provided by U.S.O.E.)	$1,150	Yes
Ogden City School	Highland Middle School	64%	School is high poverty and below state and district	Need for Technology at the Classroom	$1,150	Yes

District			CRT averages. (School CRT score summary will be provided by U.S.O.E.	level (2001 State Technology Survey will be provided by U.S.O.E.)		
Ogden City School	Mound Fort Middle School	69%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.	Need for Technology at the Classroom level (2001 State Technology Survey will be provided by U.S.O.E.)	$1,150	Yes
Ogden City School	Mount Ogden Middle School	59%	School is high poverty and below state and district CRT averages. (School CRT score summary will be provided by U.S.O.E.	Need for Technology at the Classroom level (2001 State Technology Survey will be provided by U.S.O.E.)	$1,150	Yes

(Insert as many rows as needed.)

Form 3 – Budget Narrative and Budget Detail
Download the budget detail sheets in Excel format at http://www.usoe.org/curr/edtech/grants/fed/

Budget Narrative:
Please summarize the budget (up to one page). Describe sources of income for the project and detail uses and amounts from EETT formula funds and other NCLB funds.

NCLB Budget for Teacher Training	Per week stipend	Benefits	Number of teaching weeks	Totals
Teacher Trainers	$ 1,000.00	$200.00	6	$7,200.00
Training Materials for teachers	Per person costs	# of teachers		
Text "A Handbook for Classroom Instruction That Works"	$ 35.00	46		$1,610.00
# of substitutes needed	# of days needed	Cost of substitutes		
46	4	$ 50.00		$9,200.00
NCLB Budget Summer Learning for students	Per week stipend	Benefits	Weeks teachers will work with students.	
Middle school teachers participating with students				
24	$1,000.00	$200.00	2	$57,600.00
Elementary school teachers participating with students				
20	$1,000.00	$200.00	2	$48,000.00
Equipment for instruction	6 projection systems with computer	$3,100.00	6	$18,600.00
Software for the classroom	Kids-spiration, MS office, Publisher	$5,000.00		$5,000.00

Student Expenses	Low income children in free lunch	Cost of Lunches	# of days	
	270	$3.00	10	$8,100.00
Transportation	Per Day		Days needed	
2 School buses	$400.00		20	$8,000.00
3 Vans	$150.00		30	$4,500.00
Teacher Training for 16 Teachers and 4 Principals from Ogden City School District	Per week stipend	Benefits	Number of teaching weeks	Totals
Teacher Trainers	$1,000.00	$200.00	3	$3,600.00
Training Materials for teachers	Per person costs	# of teachers		
Text "A Handbook for Classroom Instruction That Works"	$35.00	20		$700.00
Transportation	Per Day		Days needed	
2 Vans	$100.00		3	$300.00
Matching Funds		# of sites	Total	
Mount Logan Middle School 21st Century Community Learning Center Funds	$36,000.00	1	$36,000.00	
Elementary Middle School 21st Century Community Learning Center Funds	$6,000.00	5	$30,000.00	
NCLB In-service set aside	$7,000.00		$7,000.00	
Workforce Service TANIF Funds	$15,000.00		$15,000.00	
		Total Matching	$88,000.00	
			Total of all expenses	$172,410.00
			Total Matching	$88,000.00
			Expenses minus Matching	$84,410.00
			Evaluation 5%	**$4,220.50**
			Amount Requested	**$88,630.50**

Form 4 - Executive Summary (2 pages or less)
(See the Competitive Priorities Rubric.)

Title: Children Learning with Technology

Abstract
Logan City School District created a state recognized teaching and learning model integrates technology with state standards and improves pedagogy practice by training teachers. This model incorporates and utilizes the teaching staff in Logan School District to challenge poverty and partial/minimal mastery students through participation in integrated technology programs, nature programs, and practical experiences that increase reading, writing, mathematical and science skills during the summer. (Website supporting summer learning: http://www.mlms.logan.k12.ut.us/CYP/summer_02/summer.htm) This model of helping children achieve success in academic programs is developed by providing research based in-service training to the teachers prior to working with children that perform below and at partial mastery levels. Teachers attend training to learn technological and research based methods that impact learning. A follow up is conducted by having the teacher apply what they have learned in a setting where children are present. More funding is required to expand this program. The State of Utah has four categories outlining levels of student competency: Mastery, near-mastery, partial mastery and minimal-mastery.

Building on this model of achieving student success in and out of the classroom, teachers will be given forty hours of in-service. During this in-service, critical state core curriculum standards and objectives in language arts, math, and science will be identified. These curriculum standards will be “unpacked” and designed into lessons that guarantee improvement in the child’s ability.

This model requires that teachers have time to learn the best methods of using the technology in the classroom as well as the technology itself. They will practice and learn from the text “A Handbook for Classroom Instruction That Works”

by Marzano, Norford, Paynter, Pickering, and Gaddy. They will be taught to identify from the core curriculum standards and objectives what needs to be done to assist a student's understanding of basic skills, and practical applications. The teacher will develop multiple methods of valid assessment to determine when the student acquires or reaches understanding that brings them closer to mastery level.

Multiple curricular areas will be addressed during the summer program to encourage student participation and strive to achieve student success. Teachers will facilitate reading improvement by incorporating various sources of literature as an integral component for each teaching session. Reflection and application of field experiences will be combined with technology to support writing in the production of digital video, webquests, web sites, computer programming, electronic multimedia, and desktop publishing projects. Children will learn practical applications of math concepts and technology though real life experiences that will be interwoven throughout each strand. Outdoor science experiences will be applied using a wide range of technologies such as global positioning systems, laser optic range finders, Utah Education Network internet resources, computer interfaced microscopes, handheld computers and probes.

Needs and Goals

This proposal will address the two main goals as outlined in Logan City School District's five year technology plan.
Goal from Logan City School District "Five Year Technology Plan" http://www.lcsd.logan.k12.ut.us/5yrplan/

- The goal of the Logan City School District is to provide educational programs and other learning opportunities which assist children, youth, and adults in becoming literate, self-sufficient citizens. The emphasis is on the learners. Effective use of technology has the potential to deepen content understanding through worldwide information access.

Goal of the project "Children Learning with Technology"

- Forty-four teachers from Logan School district's middle and elementary schools will learn how to teach with technology and the best methods of using the technology in the classroom. They will be taught to identify from the core curriculum standards, objectives and practices that assist enduring understanding. The teacher will then develop multiple methods of valid assessment to determine when the student acquires or reaches understanding.

Goal from Logan City School District "Five Year Technology Plan" http://www.lcsd.logan.k12.ut.us/5yrplan/

- Teachers will achieve professional competency in which a basic standard of technology competencies will be adopted by all educators to help prepare students to function in today's world.

Goal of the project "Children Learning with Technology"

- Over 270 children, third grade to eighth grade that are at partial mastery and below in language arts, math and science will have the opportunity to experience practical learning in the real world integrating a wide range of technologies. Six one week sessions with six different stands of interest will be offered.

Goal of the project "Children Learning with Technology"

- This project will train of sixteen teachers and 4 principals from four middle schools in Ogden City School District. They will come for training and first hand observation of the Children Learning with Technology during the Summer Learning sessions.

Needs

- More than 640 children from third to eighth grades are at partial mastery and below in Language Arts, Math, and Science and need enhanced curriculum to increase their academic skills.

- Over 45% of the children in middle school and the elementary schools qualify as children in poverty, thus they lack opportunities for experiential activities.

- According to Utah statistics, Logan City School District has one of the most rapidly increasing populations of minorities in the state. Twenty – nine percent of the children in Logan City Schools is classified as minority. While this diversity is celebrated, additional funds are required to accommodate the special needs of the students. These students represent a disproportional amount of students performing below mastery level in all content areas.

- Out of the 40 districts listed on Cognos, Logan ranks 18th in the percentage of low income (based on average of students who took the CRT across academic subjects) and requires additional funds to help compensate for the poverty level.

- Teachers lack computer projections systems to share, instruct, and teach children in the classroom.

- Teachers feel that they lack the training to become fluent in effective use of technology in their respective core areas.

- Teachers have asked for mentors that are skilled at organizing learning activities within technology rich classroom environments.

- Teachers have requested time to participate in staff development activities that support an integrated approach to instruction. They need adequate staff time for training and collaboration without interrupting the regular school day.

- Children need access to software and hardware that will engage them in the problem solving process, increase the ability to effectively communicate, and see visual mathematic representations.

- Parents in Logan City School District report that children need practical real life experiences and children need to have appropriate learning experiences. They need to understand basic technology systems, be able to problem solve, research issues, and effectively communicate.

Form 5 - Project Details (6 pages or less)
(See the Competitive Priorities and Grant Focus Rubrics.)

Grant Title: Children Learning with Technology

Project Goals:
The goal of this project is to bring together teachers who have the desire to improve their skills and abilities to help students with the greatest need. Logan City School District's demographics of 45% of students living in poverty, 29% of students are members of minority populations, 17% of the students qualify as English language learners, and 642 children test below mastery levels clearly shows there is a group of students who have the need for focused, interactive, integrative academic opportunities. Additional goals of this project are to:

- Guarantee that 44 teachers per year will receive training to replicate the processes that have been tried and practiced during the summer program.

- Provide training and consulting to 16 teachers and 4 principals from the four middle schools from Ogden City School District to replicate the program in their district.

- Improve student academic achievement for 250 – 300 students per year through teacher training in the most effective use of technology in the course of teaching state core curriculum.

- Improve the classroom teacher's ability to teach literacy, written expression skills, math, and science, across the curriculum.

- Utilize teacher training through the use of technology assist children with disabilities, minority race or ethnicity, low income, or inexperienced computer users in overcoming the barriers to academic achievement by using the existing technological resources as tools to achieve grade level competencies in language arts, math, and science.

Project Steps:
(Please include information about integration outcomes and community involvement.)

1. Teachers in Logan City School District will volunteer to participate in training and to teach summer courses. Teachers attend initial training session where they will complete the following:
    - Create an integrated technology design
    - Select literacy base for course
    - Write basic outline and description for course
    - Prepare pre and post tests
    - Expand multiple methods of assessment such as portfolios
    - Develop rubrics for each activity

2. Teachers continue with training through the spring and finalize schedules, material needs, technology needs, etc

3. Teachers begin teaching summer sessions - interacting with teachers from partners participating in this grant.
    - Cache Valley Reading Council will assist in choosing novels for each session.
    - Mexican Government (USU Multicultural) will provide two native Mexican teachers to help train Logan City School District teachers and work with children.
    - American West Heritage Center will provide a location and activities for the history strand.
    - Utah commission of volunteers, (Americorp Promise) will provide additional staffing.
    - Division of Wildlife Resources DWR (hardware ranch) will provide a location and activities for Environmental Studies, Aqua Biomes, and The Art and Business of Nature strands.
    - Logan Parks and Recreation will provide additional staffing and location resources such as Willow Park and the Logan City Aquatics Center.
    - Boys and Girls Clubs will provide additional staffing.
    - Workforce services will support the project with financial assistance of $15,000.00.
    - 4-H will support with curriculum and programming.
    - Utah State University will offer University credit for teachers attending training and operating classes.
    - Ogden City School District will come to Logan City School District for training during the Summer Learning sessions.
4. Teachers will develop strands of interest that will ensure a 90% attendance rate for their students.

5. Teachers administer a pre and post-test to communicate to schools, students and their families about progress made during program and to gather information for the evaluator. Teachers will develop rubrics so children and parents will know project requirements and outcomes.

6. Teachers will have access to student academic scores to use as a pre-summer measure of academic skills to select students that are partial mastery and below in language arts, math and science.

7. All teachers will share evaluation of training, ideas, develop network of support, help student develop and maintain an electronic portfolio for themselves and the evaluator.

8. Students and Teachers Plan an end of session parent night to celebrate projects and achievements,
All participants (teachers, parents, children) are asked to give evaluation of the training and summer classes,
21st Century Personnel will work with local agencies to schedule hands on learning opportunities at their venues to support the developed curriculum.

9. Administrative Personnel from EETT Grant, 21st CCLC and other partners will determine base locations for class-time work, contract for lunches and snacks, work out schedules, share transportation and other resources.

10. Administrative Personnel with support of the school principals and district office staff will assist with daily support of students/teachers.

11. Instructors for the Teacher Training will prepare materials and work with Utah State University for University credit for the training sessions.

12. Instructors for teacher training are required to keep in touch with all teachers in order to plan activities, support application of principles and help with trouble shooting difficulties. 21st CCLC Personnel develop summer enrollment forms, waiting lists and procedures.

13. School teams work with Academic Day Facilitators to invite students to participate in summer school programs.

14. Students testing below partial mastery are invited to apply to enroll in courses. Other children can attend by paying for enrollment so all students benefit.

15. Students attend strands they have enrolled in.

16. Students will make progress on improving technological, academic, and social skills.

17. Teacher Training Personnel work with District Personnel and other partners to advertise training opportunities and schedule summer training.

18. Partner School Teachers (Ogden City School Teachers and Principals) register for training. Provide a learning experience for 16 teachers and 4 principals from the four middle schools from Ogden City School District during the summer learning program.

All Sessions -- Will be ten days of integrated technology and practice with students performing below partial mastery. Parents of children that are above partial mastery can participate by paying for the service. Targeted children are those who are below poverty and perform below partial mastery level on the pretest. Each strand/session will be literature based. As a result, teachers will be required to select the book that will be the base for their strand.

Elementary School Sessions June 16-20, 23-27, 2003	 July 7-11,14-18, 2003	 July 28-August 1 4-8, 2003
Session One – Strand One **Harry Potter Club**	Session Two – Strand One **Weather Station**	Session Three – Strand One **English to Spanish Reading Fun**
Session - Strand Two **Standing on Rocky Soil**	Session Two – Strand Two **How's that work?**	Session Three– Strand Two **The Power of Heat**
Session One – Strand Three **Machines make our world move**	Session Two – Strand Three **Wonders of Wetlands**	Session Three – Strand Three **Lions, Tigers, and Bears – OH YES!**

Middle School Sessions June 16-20, 23-27, 2003	 July 7-11,14-18, 2003	 July 28-August 1 4-8, 2003
Session One - Strand One **Environmental Studies**	Session Two - Strand One **Aqua Biomes**	Session Three - Strand One **The Art and Business of Nature**
Session One - Strand Two **K-12 or Pre- Engineering**	Session Two - Strand Two **Opera**	Session Three - Strand Two **Readers Theater**
Session One - Strand Three **Life Time Sports and Recreation**	Session Two - Strand Three **Life Skills**	Session Three - Strand Three **History The Old and the New**
Session One - Strand Four Repeated for high demand high Interest strands	Session Two - Strand Four Repeated for high demand high Interest strands	Session Three - Strand Four Repeated for high demand high Interest strands

Teacher Training and Consulting forOgden City School District		
June 23-27, 2003	July 14-18, 2003	August 4-8, 2003

Environmental Studies / Standing on Rocky Soil / Weather Station Using the natural resources of the surrounding area children will use the latest technology to explore, test and analyze the water, soil and vegetation. Based on literature selections for this session, children will write personal accounts of the experiences they encounter. Children will use grade level math skills to plan, create, calculate stream flow rate, water quality, and water volumes. Through the culmination of all the students' experiences; students will use appropriate research skills, written mechanics, and technology skills, to create and produce electronic multimedia or webquest presentations using video, digital images

and audio. Children will experience the use of current technologies such as global positioning systems, hand held computers and probes in a practical application in solving problems.
Aqua Biomes / **Wonders of Wetlands** Explore watersheds and learn what makes it healthy. Study fish and invertebrates, tie flies and learn the art of fly fishing. Based on literature selections for this session, students will have similar experiences similar to what authors like Gary Paulsen would have experienced in his youth. Children will use grade level math skills to engineer fly presentation. Through the culmination of all the students' experiences; students will use appropriate research skills, written mechanics, technology skills, and service learning to create and publish an online web based and handheld computer field guide data base of what hatches occur on local streams during the summer.
The Art and Business of Nature / Lions, Tigers, and Bears – OH YES! Based on literature selections for this session, students will select different art mediums to create art works from the natural surroundings of the region. Children will use grade level math skills to plan, create, and market their art work. Using the Logan Parks and Recreation's educational outreach program the children will experience the Willow Park Zoo and using a variety of technologies such as digital cameras, desktop video and graphic design software, create and publish a field guide as a service to local residents and visitors.
K-12 or Pre- Engineering / Machines make our world move / The Power of Heat / **How's that work?** Design and build robotic arms with computer interface controllers. Based on literature selections for this session, students will create the design applications of automation. Children will use grade level math skills to plan, create, and produce programmed routines. Through the culmination of all the students' experiences; students will use appropriate research skills, written mechanics, and technology skills, to create produce a working automation cell. Children will use design software to build, test and engineer bridges on the computer. After the engineering process children will actually build scale models and test their bridge for strength and durability.
Opera Students will write, compose, and produce an Opera. In the production of the Opera, students will be required to use appropriate written language mechanics in writing the opera; use advanced math skills in the musical composition, building sets and designing costumes, and budgeting for the production. They will also use grade level reading skills to research ideas for the opera, production, set design, and marketing. They will use multimedia tools to project the lyrics of the opera during the performance.
Readers Theater / Harry Potter Club / **English to Spanish Reading Fun** Students will read a novel acting out the manuscript. Students will be required to use grade level reading skills to research multiple novels and short stories. Multimedia representations of the novels will be prepared to share at the parent night and will be placed in the child's electronic portfolios.
Life Time Sports and Recreation Through the literature selections for this session, students will be introduced to the basic skills necessary to create a healthy lifestyle for themselves. Participants will learn the importance of creating a balanced life that includes: lifelong sports, physical health, and lifelong learning. During the session students will use grade level reading skills to research golf, mountain biking, swimming, canoeing, Olympic sports, climbing and running. Grade level mathematical skills will be used to calculate heart rates and calorie consumption; grade level technology skills will be used to research information, calculate what their bodies need for health, and how to use physical equipment appropriately. Statistical data will be entered into a spread sheet and graphed. Digital video will be used to analyze movement to improve skills and ability.
Life Skills Through the literature selections for this session, students will be introduced to the basic skills necessary to create a healthy lifestyle for themselves. Participants will learn the importance of creating a balanced life that includes: nutrition, physical health, and lifelong learning. During the session students will use grade level reading skills to research healthy lifestyles and evaluate information; grade level mathematical skills will be used to calculate needed nutrition, create budgets, and manage time; grade level technology skills will be used to research information, calculate what their bodies need for health, and how to use physical equipment appropriately.
History / The Old and the New Students will spend the time focused on comparing their lives today with the lives of the native inhabitants, explorers, and settlers of this region based on the literature selections for this session. Students will have opportunities to use grade level math and written language skills as they compare and contrast modern daily living tools with daily living tools used by each of the three populations listed above. Students will be required to conduct research to assist with the comparison and contrast of current lifestyles with regional, historical lifestyles. Students will create a culminating technology based project that summarizes their experiences, and helps them to project what life will be like in the region based on the changes from previous lifestyles to current day.

Project Evaluation:
A - Project has processes in place to collect summative data for the state researcher/evaluator
1. Student Aspect
    a. Mixed methods
    1. Quantitative

a. Selection of "free" student volunteers based on free/reduced lunch status and on pre-test measure. (scores are ranked lowest (number) are selected) – Allows for regression discontinuity analysis. Students who don't meet criteria will be able to participate for a fee/ fund availability.
b. Students are given pre- and post measure of academic achievement (measures are still to be determined)
c. Rubrics are created for each session in a strand by participants – students, teachers, and parents. Achievements in terms of rubric goals are documented for each student.
d. Demographic and attendance records will be recorded for each student.

2. Qualitative
   a. Individual/group student work will be archived.
   b. Researcher will shadow two students (case study report) (opportunity for partnership). One at-risk student and one paying student (if possible)
   c. Summative focus group with stakeholders

B – Project has processes in place to collect and respond to student academic achievement data as it relates to project interventions
   a. Instructor will emphasize the academic area(s) in which the student was tested at below partial mastery and determined to be low performing by the pre-test.
   b. During and at the end of each session, teachers will discuss the students' achievement in terms of meeting rubric goals with and with the parent as possible. Recommendations for emphases in the next strand will be given.
   c. Formative focus groups with stakeholders/ weekly staff meeting will allow for mid-course corrections in the program.

C – Communicate fully among grant participants over the project's life span.
   a. An EETT website will be made where stakeholders/community can view student's work and progress.
   b. Weekly staff meetings will be conducted.
   c. An EETT bulletin board will be made to facilitate discussion.

Immersing children in a sensory rich, diverse, integrated, cross-curricular environment has proven to be a powerful learning environment for all children. It doesn't work for just a few children, but any child participating in the program will benefit. When the program is based on sound research, integrated across the curriculum and founded in "Best Practices," it works. Any teacher who has participated in the program knows that it works. They see the changes that take place with the children. They see children produce more in two weeks than they do in months of traditional course work. They see non-traditional learners, children who do not do well in a traditional setting, those who are alienated, discouraged and disenfranchised, blossom and become highly engaged, self-motivated learners. They see children of all abilities working together and employing higher order thinking skills. They see children who are enthusiastic learners and are sad to see the program end. We could literally fill pages with anecdotal evidence. We have, though, selected three methods for valid assessment of the learning that goes on in the program.

The first assessment of this method is samples of student work. We have hundreds of students involved in the program, so we have selected specific students to highlight. Samples can be found in the section, "Student Work," http://www.mlms.logan.k12.ut.us/CYP/summer_02/Intro_to_assessment.htm The "Student Work" has not been edited, but have been selected as samples of students who do not do well in traditional school settings. These are not necessarily or the "biggest" success stories, there is literally a success story behind every project. They have been selected because they contrast markedly with the grades these students typically receive in a traditional school setting. In order to protect the anonymity of the children we will not use their real names.

- Brenda is a 12 year old girl. She will be going into 7th grade. She does not do well in a traditional school setting. She receives some resource assistance especially in reading a math. *(Power Point)*
http://www.mlms.logan.k12.ut.us/CYP/summer_02/student_work/Brenda.ppt
- Carl is a 12 year old boy. He will be going into 7th grade. He is a hard worker, but struggles in a traditional classroom setting. *(Power Point)*
http://www.mlms.logan.k12.ut.us/CYP/summer_02/student_work/Carl.ppt
- Dawn is a 13 year old girl. She will be going into 8th grade. She receives resource help in all academic areas. Her academic skills are limited and she gives up very easily. *(Publisher document)*
http://www.mlms.logan.k12.ut.us/CYP/summer_02/student_work/Dawn.pub
- Ted is a 14 year old boy. He will be going into 9th grade. He is reasonably bright, but does not do well in a traditional school setting. He will get discouraged and turn off to learning. *(Power Point)*
http://www.mlms.logan.k12.ut.us/CYP/summer_02/student_work/Ted.ppt

The second method used to assess the effectiveness of the program will be student attendance rates.

- Session #1 was held from June 17th – June 28th. There were 54 students enrolled with a daily average attendance rate of 97% with a 98% completion rate of all assignments.
- Session #2 was held from July 8th – July 19th. There were 51 students enrolled with a daily average attendance rate of 90% with a 97% completion rate of all assignments.
- Session #3 was held from August 5th – August 16th. There were 53 students enrolled with a daily average attendance rate of 83% with a 97%% completion rate of all assignments.
- Totals for all three sessions: 158 students enrolled with an average daily attendance rate of 90% with a 97%% completion rate of all assignments.

Given the fact that the program is optional, plus the hectic nature and extenuating circumstances of summer, family vacations, soccer clinics and a two week commitment, we feel these numbers are exceptional and speak highly of the programs appeal and value for students as well as parents.

The third method of assessment will be parental feedback and perceptions. One of the best kept secrets in public education is that the parents are the "public" in public education. They are the clientele that we are serving. They are the ones who have entrusted their children to our care. They trust that the "system" will not only provide for their child's academic needs but provide a physically and emotionally safe environment as well. Upon completion of the program we asked the parents the following two open ended questions:

- Identify the strong points of the program.
- I would like to make the following suggestions.

(These responses can be found at http://www.mlms.logan.k12.ut.us/CYP/summer_02/Assessment.htm)

Project Research Basis:
In the summer of 2001, Mount Logan Middle School implemented an experimental summer program called Summer Learning. It was philosophically based upon the research of Howard Gardner and the Harvard Graduate School of Education's research into how the brain works, how children learn, and the theories of Multiple Intelligences. Traditional summer school programs are built around the unstated philosophy that if a child did not learn after nine months of sitting with textbooks, worksheets, and quizzes perhaps two or three weeks of individualized, intense sitting with textbooks, worksheets, and quizzes would help. Although no one actually verbalizes this, the reality is that most remedial programs are run that way. The traditional summer programs at MLMS, based on this remedial seat time model, had a 30% drop out rate. Teachers typically dreaded the process as much or more than the children.

As a school team in 2001 we decided to put into action a program that implemented the current research into how children learn as well as our own discoveries into how to get technology into the hands of children. The program started with the idea of backward design. We first looked at what we felt children needed to learn. We did not focus on specific facts or even specific skills, but rather on concepts and higher order thinking skills. Secondly, we decided we needed to give these children a totally different experience. We threw out all conventional theories and approaches and looked at what resource we had available. We knew we had to get children out of the classroom and out of the traditional textbook or workbook approach.

The children, especially the non-traditional learners, which we would predominantly be working with in a summer program, needed immersion in real world, experiences with practical applications. They needed a program that would involve multiple senses, and use a highly integrated approach. We knew we would have to bring teachers on board from multiple disciplines. The first year program started with 10 teachers, and a one-week teacher training session. We had 84 students the first year who were broken into two rotational teams. The team rotated between a day in the field and a day in the lab. The program ran from Monday through Friday from 9:00 – 3:00 for two weeks. This program was so unconventional that it really pushed teachers and children to the limits of what they were used to doing. By the end of about three days, all the teachers involved had seen such a change in the children and the learning involved that they undeniably knew that the program was working and we needed further funding in order to expand this program district wide.

Project Narrative:
The No Child Left Behind Act provides mandates that allow schools to analyze the academic progress of each child. This analysis helps us to more thoroughly understand the nature of the students who are not being successful. The goal of this project is to bring together teachers who have the desire to improve their skills and abilities to help this population of children with the children who most need the help. Our past experience with this type of matching

between teachers and academically at risk students tells us that this not only helps teachers and students reach short-term goals, but improves the school learning community over the next year. Additional goals of this grant are:

- Provide over 64 teachers and administration per year with the training to replicate the processes that have been observed and learned in the summer program.
- Forty four of the teachers will come from Logan City School District. These teachers will be the ones trained in the spring and asked to run the summer programs for students. Twenty teachers will come from Ogden City School District to be trained while the summer programs are in session.
- This group will have time in the classroom, but they will spend time in "the field" observing other teachers and implement their programs, participating in the programs, and giving feedback on their observations.
- Improve student academic achievement for 200 – 275 students per year through teacher training in the appropriate use of technology in the course of teaching state core curriculum.
- Improve the ability to teach literacy, math, and written expression skills across the curriculum.
- Improve the classroom teacher's ability to teach literacy, written expression skills, math, and science, across the curriculum.
- Through teacher training in the use of technology to assist students with disabilities, minority race or ethnicity, low income, or inexperienced computer users in overcoming the barriers to academic achievement by using the existing technological resources as tools to achieve grade level competencies in reading, writing, and math.

As part of the 21st Century Community Learning Centers Grant, each school has a referral process for out-of-school support for students who are at risk. This referral process is also used to refer students to summer-time academic opportunities. The Children Learning with Technology Grant will allow each school to target students whose current reading, writing, science, and math skills put them at the greatest risk for not being successful in the upcoming school year. This pointed targeting will allow us to have the necessary time with the most at risk students to assist them in overcoming their obstacles to success and meet the mandates of the No Child Left Behind Act.

We have found that students who are at this most severe level of risk for continued failure below partial mastery have many barriers to being successful. These students know they are struggling and as a result tend to pull themselves away from the support of teachers, parents, and other significant community members – the very people who could help them overcome their obstacles to learning. The consequence of the combination of significantly low academic performance and the observed pulling away is that instruction for these children, especially summer instruction, needs to be more robust, integrated, conducted in small groups, and have more hands-on application opportunities in order for students to break the cycle of low academic performance and pulling away.

The challenge for teachers is to have the time to develop the type of curriculum and personal instructional strategies to help this population of students. The Children Learning with Technology Grant will allow volunteer teachers to access training and practice using the integrated curriculum and instructional strategies. We have found that having the time to practice instructional strategies in a supported environment is crucial for teachers wanting to make long-term changes in how they teach.

The Logan City School District will ask 44 teachers to volunteer to participate in training and then practice what they have developed and learned by teaching two week long summer sessions with the targeted students. The training will occur during the spring so that each teacher has time to:

- choose a literature base for their curriculum,
- analyze the technological resources available,
- develop a curriculum that integrates reading, writing, and math instruction around a theme selected from the literature base,
- learn scientifically research based instructional strategies to implement the curriculum and help the targeted population of children improve their skills in reading, writing, and math,
- learn software tools such as the Microsoft Office Suite, Macromedia Suite, Inspiration and the online Utah Education Network resources to enhance their instructional approaches and how students can express acquired knowledge.

The training will continue in the summer with the addition of teachers from our partner schools. While these additional teachers are attending the training, this group will learn the same strategies we have taught to the original 44. This training will follow the model that we use with the students. That is to spend focused time in the classroom and support the classroom instruction with hands-on opportunities to apply the instruction. The teachers from partner schools will not only learn the new approaches, but will be exposed to the curriculum themselves and as they observe/participate in the on-going summer program for children. This creates an environment that will support the teachers and children as teachers implement the developed curriculum and instructional strategies. This is where teachers have the time to work

in small groups with students who need this type of instruction the most. The small group, focused format has been very successful in helping

- teachers learn new approaches and how to improve learning through appropriate use of technology,
- children break the cycle of academic failure and withdrawal through improved reading, writing, math and technological skills,
- children form bonds with teachers that
- help the children pull themselves back into the learning community,
- help the teachers develop a connected relationship with the children who need them the most,
- help schools create more powerful learning communities because of the summer-time connections created by teachers and students who learn together.

In addition to the spring training, summer practice and support; the teachers will act as a support network for their cohort group to promote the continued development of integrated curriculum and improved personal instructional strategies as they go back to their classrooms.

On the child and family side of the process, the impact is just as powerful as what happens for teachers. As stated above, the children have the benefit of working with teachers who have spent time focused developing methods, learning how to apply technology, and creating curriculum that has been proven to help child break the cycle of academic failure.

Children and their families will receive an invitation from their schools to participate in one or more two week focused summer sessions. Enrollment preference will be given to these children. If there is space, enrollment will be opened to additional students who have interests in the topics. Children will be able to select from three different topical strands within each session. Each strand will accomplish similar academic goals, but use different topics to accomplish the goals. Children can create a higher chance for success by working in areas where they have an interest. In addition, children will be supported in this process because of the small groups, but also by having interaction with teachers who are also learners. This model truly creates a community of learners and makes it easier for those with difficulties to feel safe to take the risk by facing their areas of difficulties.

The model as described above and implemented works. Immersing students in a technology and sensory rich, integrated, cross-curricular environment has proven to be a powerful learning environment for all students. It doesn't work for just a few children, but any child participating in the program will benefit. When the program is based on sound research (Classroom Instruction That Works, Robert Marzano), integrated across the curriculum, and founded in "best practices," it works. Any teacher who has participated in the program knows that it works. They see the changes that take place with the children. They see children produce more in two weeks than they do in months of traditional course work. They see non-traditional learners, students who do not do well in a traditional setting, those who are alienated, discourages and disenfranchised, blossom and become highly engaged, self-motivated learners. Teachers see students of all abilities working together and employing higher order thinking skills. Teachers and parents see students who are enthusiastic learners and are sad to see the program end.

Supporting Links:
Will be completed

Form 6 - Partnership letters of support

Enclose a signed letter from each Partner Organization indicating:

- support for the grant,
- support for the goals stated within this grant application and
- intention to abide by the assurances for NCLB flow-through monies.

Notes to me
List links and include Mexican nationalist as a team member. Review rubrics and print out proposal

Notes to include as partners Cache Valley Reading Council, Mexican Government (USU Multicultural) American West Heritage Center (does the current grant wish to participate?) Utah commission of volunteers, (Americorp Promise) DWR (hardware ranch) Logan Parks and Recreation, Boys and Girls Clubs, Workforce services (TANIF Fund), 4-H, USU, Bridgerland Applied Technology

Here are some interesting statistics about the relative poverty level of Logan District. Out of the 40 districts listed on Cognos, Logan ranks 18th in % of low income (based on average of students who took the CRT across academic subjects). It would also be good to do percentiles/percentile ranks so you could say that, for example, Logan district is in the top ?% percentile of Utah districts. I'm working on a computer without the data analysis part of excel installed so either you can do it or I can do it from my home computer. It's easy to figure out by hand, but I have to look up the formula in my stat book.

Children that perform below partial mastery level in language arts, math and science will be invited to participate with a guarantee that student participation will increases their ability in language arts, math, and enhance their understanding of appropriate science concepts. This will occur by offering three two week sessions starting the summer of 2003. Students will be able to select from three different strands with in each session. Thirty three teachers will be trained to manage and effectively integrate technology to teach the children performing below partial mastery in language arts, math, and science.

Nine week long teacher training sessions will be contracted with Bridgerland Applied Technology College and Utah State University. The training will teach teachers the best and most effective methods to use and integrate the technology resources that they currently have in their classrooms. After being taught the methods and tools teachers will then participate in a situated learning environments with the students enrolled in the summer learning programs. Participating teachers will learn software tools such the Microsoft office suite, Macromedia Suite, Inspiration and the online Utah Education Networks resources. The teaching pedagogy will integrate the best use of technology to increase reading, writing, and math skills.

Teachers will learn and observe with real students those categories have been established as the methods that most impact teaching and learning in the class room. The categories are: identifying similarities and differences, summarizing and note taking, reinforcing effort providing recognition, homework and practice, nonlinguistic representation, cooperative learning, and setting objectives and providing feedback.

The goal of the project is to guarantee that 150 students will increase their ability to read, write and enhance their math skills and that over 120 teachers will be trained replicate the processes that they observed and learned in the summer.